2000-2024
NEBRASKA BEEF GOES GLOBAL

LESSON PLANS

1. Beef Life Cycle
   By Sheri Paden, Prescott Elementary, Lincoln Public Schools
   Grade Level: 4th
   Page: 2

2. Impact of Migration on Society
   By Ken Meyers, Wilcox-Hildreth Public School
   Grade Level: 9th – 12th
   Page: 5

RESOURCES
Lesson Plan 1: Beef Life Cycle
By Sheri Paden, Prescott Elementary, LPS

Lesson Grade Level:
4th Grade

Length:
Two class periods

Lesson Objectives:
1. Students will explain the differences in types of cattle and the practices in raising them.
2. Students will define and describe the sequence of beef production from the breeding to the grocery store.
3. Students will define the vocabulary related to the raising of beef cattle and the beef cycle.

Nebraska State SOCIAL STUDIES Standards:
By the end of fourth grade, students will:
Standard 4.1.3. Describe social and economic development of Nebraska in the 20th century.
Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.
Standard 4.1.8. Describe characteristics of a market economic system and the interactions of consumers and producers.
Standard 4.1.9. Demonstrate an understanding of money and the financial system used in the United States.

Nebraska State READING AND WRITING Standards:
By the end of fourth grade, students will:
Standards 4.1.2. Demonstrate the use of multiple strategies to increase their vocabulary.
Standards 4.1.4. Identify, locate, and use resources to access specific information.
Standards 4.1.7. Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction and informational text.
Standard 4.1.8. Identify similarities and differences across a variety of reading selections.
Standards 4.3.1. Participate in group discussions by asking questions and contributing information and ideas.
Standards 4.4.1. Identify information gained and complete tasks through listening.

Resources & Materials:
• Computer with Internet access
• Whiteboard or LCD projector
• Any children’s nonfiction book about specific cattle terms with photos
  o Cattle by Ann Larkin Hansen, Checkerboard Library, 1998
  o Cows by Lynn M. Stone, Rourke Pub Group
The following are found in the Resources section at the end of this document:
• Vocabulary Words & Definitions Worksheets, copies for each student
• Vocabulary Matching Worksheet, copies for each student for evaluation and checking for understanding
• Beef Life Cycle Cards Worksheet, copies for each pair or group
• Beef Life Cycle Worksheet, copies for each pair or group
Introduction:
Many students don’t realize where the hamburger they eat originates. The stages in the life of cattle are explained and defined on the Beef Life Cycle page in the Nebraska Beef Goes Global section of the 2000-2024 timeline of Nebraska Studies. The following activities focus on cattle’s life and the cycle that takes place in order for cattle to become the hamburger on our plate.

Vocabulary:
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>brand</td>
<td>a mark made on cattle so they can be identified if they wander away</td>
</tr>
<tr>
<td>bull</td>
<td>male cow that can reproduce</td>
</tr>
<tr>
<td>calf / calves</td>
<td>baby cattle</td>
</tr>
<tr>
<td>cut of meat</td>
<td>individual piece of meat bought in a grocery store; such as, sirloin steak, roast, hamburger, etc.</td>
</tr>
<tr>
<td>feed lot</td>
<td>the place where cattle are fed diets high in grain (usually corn) to gain weight so they can be sold for beef</td>
</tr>
<tr>
<td>grading</td>
<td>identifying different qualities of beef based on its tenderness, juiciness, and flavor</td>
</tr>
<tr>
<td>heifer</td>
<td>young female cow</td>
</tr>
<tr>
<td>packing plant</td>
<td>the place where the cattle are slaughtered and processed</td>
</tr>
<tr>
<td>pasture</td>
<td>grassland where cattle graze and grow</td>
</tr>
<tr>
<td>sale barn</td>
<td>livestock market where the cattle are sold by farmers and ranchers</td>
</tr>
<tr>
<td>steer</td>
<td>male cow that cannot mate with cows and therefore, cannot have calves</td>
</tr>
<tr>
<td>weaning</td>
<td>taking a calf away from its mother and her milk, so that the calf can now eat regular food on its own</td>
</tr>
</tbody>
</table>

The Process

Introduction of Vocabulary:
1. To expose the students to the new vocabulary, the teacher may read sections from one of the books under Resources & Materials above, or any nonfiction book on cattle, ranching, or farming. More advanced students may want to read out loud themselves.

2. Then, hand out the Vocabulary Words and Vocabulary Definitions Worksheets, located in the Resources section at the end of this document. Make enough sets of each worksheet to give to each student. This activity can be done individually, in pairs, or in small groups. Have students cut up the sheets into separate cards. Students can offer any information they know about their knowledge of the words. Students can use this knowledge to match the cards.

3. After matching the cards, each student will fill out the Vocabulary Matching Worksheet as an evaluation of their understanding of the cycle.

Sequencing in the Beef Life Cycle:
1. This activity can be done in pairs or small groups. Hand out one Beef Life Cycle Cards Worksheet for each group. Have students cut up the cards of each of the steps in the beef life cycle: breeding, calving, branding, out to pasture, weaning, market, feedlots, slaughter, and grocery store.

2. First, pronounce the words and explain the steps as best as possible before previewing the section on the website. Working in groups, individually, or as a whole group, have students place the cycle in the right order.
NEBRASKA BEEF GOES GLOBAL  Lesson Plan 1  3 of 3

3. Have students view the web pages and watch the videos on the Beef Life Cycle page in the Nebraska Beef Goes Global section of the 2000-2024 timeline of Nebraska Studies to determine the correct order for the beef life cycle.  

4. Review the lesson by checking students' understanding of the process by having each pair or group complete the Beef Life Cycle Worksheet, located in the Resources section at the end of this document.

Culminating Activity:
Since branding is one of the steps in the beef cycle, have students review the branding video on the Beef Life Cycle page in the Nebraska Beef Goes Global section of the 2000-2024  
   Then, have students develop a brand of their own to represent themselves, their school, or family.

Evaluation:
A rubric for these activities is located in the Resources section at the end of this document.

Extensions:
- Have students research beef and the many items produced from beef. Categorize the products and make a poster classifying these products. Examples might be food products, clothing and accessories, cleaning, etc.

- Have students brainstorm and research possible jobs and careers associated with the beef industry. Students may begin by examining the beef life cycles and researching the jobs associated with each particular step.
Lesson Plan 2: Impact of Migration on Society  
By Ken Meyers, Wilcox-Hildreth Public School

Length:  
Five class periods

Lesson Objectives:  
1. Students will understand the impact immigrants have had on the society of the United States.
2. Students will understand the important roles that non-European immigrants have had on United States society.
3. Students will gain an understanding of prejudice which developed against non-European immigrants.
4. Students will define vocabulary.

Nebraska State SOCIAL STUDIES Standards:  
By the end of twelfth grade, students will:  
Standard 12.1.4. Analyze the impact of immigration on American life, identifying factors.
Standard 12.1.11. Demonstrate an understanding of domestic policy issues in contemporary American society.
Standard 12.1.14. Demonstrate verbal and written skills that focus on enduring issues, divergent viewpoints, and excerpts from famous speeches and documents in United States history.
Standard 12.2.11. Demonstrate historical research and geographical skills.
STAR Standard 12.2.9. Explain the rights, freedoms, responsibilities, and benefits of citizenship in the States.
STAR Standard 12.3.11. Analyze characteristics of the United States free market economy.

Nebraska State READING & WRITING Standards:  
By the end of twelfth grade, students will:  
Standard 12.1.1. Identify the main idea and supporting details in what they have read.
Standard 12.1.2. Locate, evaluate, and use primary and secondary resources for research.
Standard 12.1.6. Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.
Standard 12.2.1. Write using standard English (conventions) for sentence structure, usage, punctuation, capitalization, and spelling.
Standard 12.2.2. Write compositions with focus, related ideas, and supporting details.
Standard 12.2.4. Use multiple forms to write for different audiences and purposes.
Standard 12.2.5. Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.
Standard 12.3.2. Make oral presentations that demonstrate consideration of audience, purpose, and information.

Resources & Materials:  
- Computer with Internet access
- Whiteboard or LCD projector

The following are found in the Resources section at the end of this document:  
- Impact of Migration Vocabulary Handout
- 10 Most Important Facts about Immigrant Groups Worksheet (2 pages)
- Student Evaluation Rubric
- Teacher Evaluation Rubric
NEBRASKA BEEF GOES GLOBAL

Lesson Plan 2

- Nebraska Studies: *Hispanic Migration: The Ironies of History* in the *Nebraska Beef Goes Global* section of the 2000-2024 timeline of Nebraska Studies

- Nebraska Studies: *The Civil War and Texas Beef* in the *Beef Moves to Nebraska* section of the 1850-1874 timeline of Nebraska Studies

- Nebraska Studies: *The Birth of the South Omaha and the Stockyards* in the *High Falutin’ Beef* section of the 1875-1899 timeline of Nebraska Studies

- Nebraska Studies: *Exploding Stockyards & Packing Houses* in the *Reforming Beef* section of the 1900-1924 timeline of Nebraska Studies

- Nebraska Studies: *World War II* in the *Beef Goes Modern* section of the 1925-1949 timeline of Nebraska Studies

- Nebraska Studies: the following pages in the *Beef State* section of the 1950-1974 timeline of Nebraska Studies
  *The Forces of Change: South Omaha*  
  *The Meatpacking Revolution*  

Websites:

**Hispanic Immigrants**

USDA Amber Waves June, 2006: Meat-Processing Firms Attract Hispanic Workers to Rural America  

USDA, May 2004: New Patterns of Hispanic Settlement in Rural America  

USDA: Past Research on Hispanic Settlement Patterns  

USDA: Hispanic Geographic Distribution Since 1980  

USDA: The New Rural Hispanic Population  

USDA: Impacts of Hispanic Population Growth on Rural Wages, September 2003  

US House of Representatives: A Line in the Sand: Confronting the Threat at the Southwest Border  

USA Today: Illegal Immigrants Moving Out 2007  

University of Texas at San Antonio: Prior to the Great Depression  
[http://colfa.utsa.edu/users/jreynolds/ybarra/part3.htm](http://colfa.utsa.edu/users/jreynolds/ybarra/part3.htm)

Time: Who Left the Door Open? Thursday, Mar. 30, 2006  
[http://www.time.com/time/magazine/article/0,9171,995145,00.html](http://www.time.com/time/magazine/article/0,9171,995145,00.html)

Minneapolis Star Tribune: U.S. meat industry is rattled by raids, Raids at meatpacking plants are triggering calls for reform 12/14/06  

Rural Migration News: Tyson: Sanctions, Safety  
[http://migration.ucdavis.edu/rmn/more.php?id=583_0_4_0](http://migration.ucdavis.edu/rmn/more.php?id=583_0_4_0)

INS Questions Nebraska Meatpacking Workers as Part of Operation Vanguard, May 28, 1999  
[http://www.nilc.org/immsemplymnt/wkplce_enfrcmnt/wkplcenfrc008.htm](http://www.nilc.org/immsemplymnt/wkplce_enfrcmnt/wkplcenfrc008.htm)
Chinese Immigrants

UC Davis School of Medicine: Camsig Fiddletown Story
http://cim.ucdavis.edu/clubs/CAMSIG/Story.html

Central Pacific Railroad: A History of the Chinese in California
http://cprr.org/Museum/Chinese_Syllabus.html

Central Pacific Railroad: Chinese Laborers and the Construction of the Central Pacific
http://cprr.org/Museum/Chinese_Laborers.html

Central Pacific Railroad: Fusang: The Chinese who Built America
http://cprr.org/Museum/Fusang.html

Chinese American Museum: A Story from the Chinese Diaspora: The Chung Family
http://www.camla.org/voices/chung/michelle/michelle.htm

PBS Ancestors in the Americas: Historical Documents for Asian American History
http://www.cetel.org/docs.html#2

Trafford Publishing: Nameless Builders of the Transcontinental Railroad by William F. Chew
http://www.trafford.com/4dcgi/view-item?item=3796&60195813-25974aaa

http://www.sscnet.ucla.edu/aasc/classweb/winter02/aas197a/apapart1.html

Chinese American Contribution to Continental Railroad
http://cprr.org/Museum/Chinese.html

Union Pacific, Building America: Building a Road
http://www.uprr.com/aboutup/history/hist-ov/hist-ov2.shtml

Union Pacific, Building America: Construction

Central Pacific Railroad: Transcontinental Railroad History web links
http://cprr.org/Museum/index.html#Read

National Parks Service: Golden Spike
http://www.nps.gov/history/history/history/online_books/hh/40/hh40k.htm

Polish Immigrants

Polish Roots: Polish Farmers and Workers in the United States to 1914
http://www.polishroots.org/paha/polish_farmers_workers.htm

Polish Culture: Restrictions against East European Immigration, 1880-1920
http://culture.polishsite.us/articles/art43fr.htm

Polish Culture: Three Waves of Massive Polish Immigration
http://culture.polishsite.us/articles/art41fr.htm

Vietnamese Immigrants

“Lincoln is Gathering Place for Refugees from Around the World”

USA Today, March 2, 2007: Vietnamese refugees identify with Iraqis by Aimee Phan

General Sites

Maynard Institute: Meatpacking Industry
http://www.maynardije.org/columns/bowman/070613_mp_industry/

University of Wisconsin-Madison: Foreign Immigrants in Industrial America
http://us.history.wisc.edu/hist102/lectures/lecture08.html

University of Minnesota, AgEcon Search: Immigration, Meatpacking, and Trade: Implications for Iowa

Solidarity, a democratic, revolutionary, socialist, feminist, anti-racist organization
http://www.solidarity-us.org/node/294/prin

MSNBC, March 31, 2008: Red Tape Chronicles: Hidden Cost of Illegal Immigration: ID Theft
http://redtape.msnbc.com/2006/03/hidden_cost_of_.html
Introduction:
The United States is a nation of immigrants. We have been called the "Melting Pot" because of the number of immigrants who have come to the United States to find a new life — each group bringing its culture, language, beliefs, and talents. However, when looking at the history of immigration, does one discover a difference in impact between the European immigrant, particularly the western and northern immigrant, versus the non-European immigrant? In this lesson, you will research different groups of non-northern/western immigrants and discuss your findings on the impact these groups have had on the United States' economy, society, culture, etc. You are to look for both positive and negative impacts.

The Process

Note: Teachers should modify lengths and amounts of activities to fit the amount of time they have with students.

Day One:
Inform students that one of the evaluation tools will be a paper on the “Impact of Immigration on the United States.” Paper will be two pages in length, and due on the fifth day of this lesson.
1. Divide the class into four groups. Assign each group one of the following immigrant ethnicities:
   Hispanic  Chinese  Polish  Vietnamese
2. Provide each group the different websites above for each group of immigrants.
3. Groups are to research and develop information sheets on the following topics:
   a. When they arrived
   b. Why they came to the U.S.
   c. Jobs to which they first gravitated
   d. What their lives were like on the job
   e. Living conditions
   f. Economic impact
   g. Long-term impact on U.S. society, e.g. legislation passed by Congress, Supreme Court cases, living conditions, etc.

   Each group is also to decide who will deliver each part of its presentation. Everyone should contribute. Each group should decide what the ten most important pieces of information about its group are.

Day Two:
1. Fish Bowl presentation – depending on length of class period, divide the first class into two time periods, and finish up on the next day with the third session. Here are possible pairings for your groups:

<table>
<thead>
<tr>
<th>First Session</th>
<th>Second Session</th>
<th>Third Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 + 2</td>
<td>1 + 3</td>
<td>1 + 4</td>
</tr>
<tr>
<td>3 + 4</td>
<td>2 + 4</td>
<td>2 + 3</td>
</tr>
</tbody>
</table>

2. Hand out the 10 Most Important Facts about Immigrant Groups Worksheet, located in the Resources section at the end of this document. Each person should have a sheet and there should be one extra for a Recorder to compile after discussion. (There are 2 pages; you may want to print them front to back.)

3. Your classroom will now be divided in half, with each set containing two immigrant group experts. For the first session, have students in Group 1 circle their desks facing outward, while Group 2 circles Group 1, but with their desks facing inward. Repeat the same setup with Groups 3 and 4. As a group, the inside group gives its presentation to its outside group. The outside group then will ask original questions of the whole inside group about its immigrant group in order to get clarification.
NEBRASKA BEEF GOES GLOBAL  Lesson Plan 2  5 of 6

4. Using the *10 Most Important Facts about Immigrant Groups* Worksheet, the outside group must write down a minimum of 10 facts provided by the inside group.

5. Reverse roles & positions. Outside group takes the inside position and inside group the outside position. Follow the above process.

6. Halfway through the class period, rearrange the group pairings to accomplish the Second Session.

**Day Three:**
1. Continue the fishbowl activity with the new pairings for the Third Session.

2. Once all groups have presented, have all groups use the Student Rubric, located in the Resources section at the end of this document, to evaluate the other three groups.

3. Back in their original groups, each group should discuss the 10 most important facts from each presentation and then circle 4 facts from each which they feel are the most important ones. Each group should select the 4 most important facts from its own group as well.

4. Each original group is to select 4 presenters. In front of the whole class, presenters will present one fact from their immigrant group until all four facts have been given which had been brainstormed by the groups. After each group finishes its presentation, ask the class if any other groups chose any different facts, and why they felt those were important.

5. Once the facts have been given, enter into a class discussion about what students feel the overall impact of immigration has been on the United States.

**Day Four:**
Allow students to select an era of meatpacking history in Nebraska that they are interested in from the list below. Read the pages and watch the videos. Discuss the relationship of those segments to the history of Hispanic migration.

- Nebraska Studies: *The Civil War and Texas Beef* in the *Beef Moves to Nebraska* section of the 1850-1874 timeline of Nebraska Studies [http://nebraskastudies.org/0500/stories/0507_0200.html](http://nebraskastudies.org/0500/stories/0507_0200.html)
- Nebraska Studies: the following pages in the *Beef State* section of the 1950-1974 timeline of Nebraska Studies
Day Five: Evaluation
1. Students will present papers. Papers will be handed in.

2. Also, each student will present a synopsis of the main points of their paper to the class. This can be done either via PowerPoint presentation or oral presentation.

3. For evaluation, use the Impact of Immigration Rubric in the Resources section at the end of this document.

Extensions:
1. Have students contact a manager of a meatpacking plant and obtain information about the ethnic makeup of its work force. Also, have students contact a city manager and ask questions such as “What economic impact have immigrant workers had on the city?”

2. Have students research and then write a 2-page paper on the relationship between the economic condition of agriculture and the immigrant movement into Nebraska.
2000-2024
NEBRASKA BEEF GOES GLOBAL

RESOURCES

Photo Analysis Worksheet 12
Vocabulary Words (Beef Life Cycle) 13
Vocabulary Definitions 14
Vocabulary Matching 15
Beef Life Cycle Cards 16
Beef Life Cycle Worksheet 17
Beef Life Cycle Rubric 18
Impact of Migration Vocabulary 19
10 Most Important Facts about Immigrant Groups (2 pages) 20
Fishbowl Rubric, Student Evaluations 22
Impact of Migration Rubric, Teacher Evaluation 23

Nebraska Department of Education Academic Standards
http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm
Nebraska Department of Education Social Studies and History Standards
http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf
National Archives
http://www.archives.gov/index.html
Library of Congress Learning Page Lesson Plans
http://memory.loc.gov/ammem/ndipedu/lessons/index.html
http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html
National Archives
Photograph Analysis Worksheet

Step 1. Observation
A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Step 2. Inference
Based on what you have observed above, list three things you might infer from this photograph.

________________________________________________________________
________________________________________________________________
________________________________________________________________

Step 3. Questions
A. What questions does this photograph raise in your mind?

________________________________________________________________

B. Where could you find answers to them?

________________________________________________________________

Designed and developed by the Education Staff
National Archives and Records Administration, Washington, DC 20408
http://www.archives.gov
<table>
<thead>
<tr>
<th>Vocabulary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>brand</td>
<td>heifer</td>
</tr>
<tr>
<td>bull</td>
<td>packing plant</td>
</tr>
<tr>
<td>calf / calves</td>
<td>pasture</td>
</tr>
<tr>
<td>cut of meat</td>
<td>sale barn</td>
</tr>
<tr>
<td>feed lot</td>
<td>steer</td>
</tr>
<tr>
<td>grading</td>
<td>weaning</td>
</tr>
<tr>
<td><strong>RESOURCES</strong></td>
<td><strong>Vocabulary Definitions</strong></td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td><strong>young female cow</strong></td>
<td>male cow that cannot mate with cows and therefore, cannot have calves</td>
</tr>
<tr>
<td><strong>male cow that can reproduce</strong></td>
<td><strong>baby cattle</strong></td>
</tr>
<tr>
<td>taking a calf away from its mother and her milk, so that the calf can now eat regular food on its own</td>
<td>a mark made on cattle so they can be identified if they wander away</td>
</tr>
<tr>
<td><strong>grassland where cattle graze and grow</strong></td>
<td>the place where cattle are fed diets high in grain (usually corn) to gain weight so they can be sold for beef</td>
</tr>
<tr>
<td><strong>livestock market where the cattle are sold by farmers and ranchers</strong></td>
<td>the place where the cattle are slaughtered and processed</td>
</tr>
<tr>
<td>identifying different qualities of beef based on its tenderness, juiciness, and flavor</td>
<td>individual piece of meat bought in a grocery store; such as, sirloin steak, roasts, hamburger, etc.</td>
</tr>
</tbody>
</table>
**Vocabulary Matching**

Directions: *Match the term on the left with the definition on the right by putting the correct letter after the term.*

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heifer</td>
<td>A. different types of beef found in store</td>
</tr>
<tr>
<td>Steer</td>
<td>B. grassland where cattle graze</td>
</tr>
<tr>
<td>Bull</td>
<td>C. livestock market where cattle are sold</td>
</tr>
<tr>
<td>Calf</td>
<td>D. young female cattle</td>
</tr>
<tr>
<td>Weaning</td>
<td>E. place where cattle are kept to fatten up</td>
</tr>
<tr>
<td>Brand</td>
<td>F. male cattle raised only for meat</td>
</tr>
<tr>
<td>Pasture</td>
<td>G. male cattle that are the father animals</td>
</tr>
<tr>
<td>Feed lot</td>
<td>H. place where beef is slaughtered and processed</td>
</tr>
<tr>
<td>Sale barn</td>
<td>I. baby cattle, under a year old</td>
</tr>
<tr>
<td>Packing plant</td>
<td>J. measuring quality of cuts of beef</td>
</tr>
<tr>
<td>Grading</td>
<td>K. taking a calf away from mother’s milk</td>
</tr>
<tr>
<td>Cuts of meat</td>
<td>L. a mark on cattle to show ownership</td>
</tr>
</tbody>
</table>

**CHOICES**

- A. different types of beef found in store
- B. grassland where cattle graze
- C. livestock market where cattle are sold
- D. young female cattle
- E. place where cattle are kept to fatten up
- F. male cattle raised only for meat
- G. male cattle that are the father animals
- H. place where beef is slaughtered and processed
- I. baby cattle, under a year old
- J. measuring quality of cuts of beef
- K. taking a calf away from mother’s milk
- L. a mark on cattle to show ownership
Beef Life Cycle Cards

- Breeding
- Calving
- Branding
- Out to Pasture
- Weaning
- Market
- Feed Lots
- Slaughter
- Grocery Store
RESOURCES

Beef Life Cycle

Name ___________________________ Period ______

Directions: Use this sheet for review as you look over the website on the beef life cycle. Put the steps in the beef life cycle in order and match each with the words most related to that step in the cycle.

Steps in the Beef Life Cycle: (not given in correct order)
- Branding
- Breeding
- Calving
- Feed lot
- Grocery Store
- Market
- Out to Pasture
- Slaughter
- Weaning

Words to Match the Steps:
- Fed high diet of grain
- Grasslands, grazing
- Heifers and bulls involved
- Usually only one calf born
- Butchered to become beef
- Sale barn, feed lot, and packing plant
- Symbol of ownership
- Taken away from mothers
- Various cuts of meat sold here

List the steps in the order of the beef life cycle cited in the website.

<table>
<thead>
<tr>
<th>Beef Life Cycle</th>
<th>Word Associated with this Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
</tr>
</tbody>
</table>
# Beef Life Cycle Rubric

<table>
<thead>
<tr>
<th>Activities</th>
<th>4 points</th>
<th>3 points</th>
<th>2 points</th>
<th>1 point</th>
<th>Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary Worksheet</strong></td>
<td>Completed the activity by matching the cards with 90-100% accuracy.</td>
<td>Completed the activity by matching the cards with 80-90% accuracy.</td>
<td>Completed the activity by matching the cards with 70-80% accuracy.</td>
<td>Completed the activity by matching the cards with 60% accuracy or lower.</td>
<td></td>
</tr>
<tr>
<td><strong>Beef Life Cycle</strong></td>
<td>Completed the activity by matching the cards with 90-100% accuracy. (approx. 8 or 9 correct)</td>
<td>Completed the activity by matching the cards with 80-90% accuracy. (approx. 7 or 8 correct)</td>
<td>Completed the activity by matching the cards with 70-80% accuracy. (approx. 6 or 7 correct)</td>
<td>Completed the activity by matching the cards with 60% accuracy or lower. (approx. 5 or 6 correct)</td>
<td></td>
</tr>
<tr>
<td><strong>Branding</strong></td>
<td>Completed the activity with excellent neatness, creativity, and accurate research.</td>
<td>Completed the activity with above level neatness, creativity, and accurate research.</td>
<td>Completed the activity with average neatness, creativity, and accurate research.</td>
<td>Completed the activity with below level neatness, creativity, and accurate research.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points** 18
# Impact of Migration Vocabulary

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese Coolies</td>
<td>Immigrants from China brought to United States to work on Transcontinental Railroad; a person doing heavy labor for little pay; also applied to workers from India; in modern usage, the term is a racial slur</td>
</tr>
<tr>
<td>Chinese Exclusion Act</td>
<td>1882, first attempt at restricting immigration to the U.S.</td>
</tr>
<tr>
<td>Operation Vanguard</td>
<td>1999, Raid on Nebraska meat packing industries to find illegal immigrants</td>
</tr>
<tr>
<td>ICE</td>
<td>Immigration and Customs Enforcement, U.S. Department currently in charge of U.S. borders</td>
</tr>
<tr>
<td>INS</td>
<td>Immigration and Naturalization Service, former name for department in charge of U.S. borders. Name changed to U.S. Citizenship and Immigration Services</td>
</tr>
<tr>
<td><em>The Jungle</em></td>
<td>Book written by Upton Sinclair in 1906 about the corruption of the American meatpacking industry during the early 20th century</td>
</tr>
<tr>
<td>IBP</td>
<td>Iowa Beef Processors, now Tyson Fresh Meats, large meat processing company</td>
</tr>
<tr>
<td>Swift and Company</td>
<td>One of the first meat processing companies, started by Gus Swift in 1859, in 2000s, the second largest beef and pork meat processor</td>
</tr>
</tbody>
</table>
## 10 Most Important Facts about Immigrant Groups

<table>
<thead>
<tr>
<th></th>
<th>Hispanic</th>
<th>Chinese</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# 10 Most Important Facts about Immigrant Groups

<table>
<thead>
<tr>
<th>Polish</th>
<th>Vietnamese</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td>6.</td>
<td>6.</td>
</tr>
<tr>
<td>7.</td>
<td>7.</td>
</tr>
<tr>
<td>8.</td>
<td>8.</td>
</tr>
<tr>
<td>9.</td>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
<td>10.</td>
</tr>
</tbody>
</table>
## Fishbowl Rubric, Student Evaluations

| Group Ethnicity: ____________________________ | Period: __________ |
| Evaluated by Group: __________________________ |

### Competency

<table>
<thead>
<tr>
<th>Competency</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Asked at least three questions, able to answer questions during discussion</td>
<td>Asked at least two questions, attempts to answer questions</td>
<td>Questions did not pertain to topic, unable to give correct answers to questions</td>
<td>No preparation, questions inappropriate,</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>Fully participated</td>
<td>Participated some</td>
<td>Took over or let others take over</td>
<td>No participation at all</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-total**

| Group Ethnicity: ____________________________ | Period: __________ |
| Evaluated by Group: __________________________ |

### Competency

<table>
<thead>
<tr>
<th>Competency</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Asked at least three questions, able to answer questions during discussion</td>
<td>Asked at least two questions, attempts to answer questions</td>
<td>Questions did not pertain to topic, unable to give correct answers to questions</td>
<td>No preparation, questions inappropriate,</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>Fully participated</td>
<td>Participated some</td>
<td>Took over or let others take over</td>
<td>No participation at all</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-total**

| Group Ethnicity: ____________________________ | Period: __________ |
| Evaluated by Group: __________________________ |

### Competency

<table>
<thead>
<tr>
<th>Competency</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Asked at least three questions, able to answer questions during discussion</td>
<td>Asked at least two questions, attempts to answer questions</td>
<td>Questions did not pertain to topic, unable to give correct answers to questions</td>
<td>No preparation, questions inappropriate,</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>Fully participated</td>
<td>Participated some</td>
<td>Took over or let others take over</td>
<td>No participation at all</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-total**

| Group Ethnicity: ____________________________ | Period: __________ |
| Evaluated by Group: __________________________ |

### Competency

<table>
<thead>
<tr>
<th>Competency</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Asked at least three questions, able to answer questions during discussion</td>
<td>Asked at least two questions, attempts to answer questions</td>
<td>Questions did not pertain to topic, unable to give correct answers to questions</td>
<td>No preparation, questions inappropriate,</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>Fully participated</td>
<td>Participated some</td>
<td>Took over or let others take over</td>
<td>No participation at all</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-total**

| Group Ethnicity: ____________________________ | Period: __________ |
| Evaluated by Group: __________________________ |

### Competency

<table>
<thead>
<tr>
<th>Competency</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>Asked at least three questions, able to answer questions during discussion</td>
<td>Asked at least two questions, attempts to answer questions</td>
<td>Questions did not pertain to topic, unable to give correct answers to questions</td>
<td>No preparation, questions inappropriate,</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>Fully participated</td>
<td>Participated some</td>
<td>Took over or let others take over</td>
<td>No participation at all</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-total**
## Impact of Migration Rubric, Teacher Evaluation

**Name _______________________________ Period: __________________**

**Fishbowl Group Ethnicity ___________________________** (Add up the scores for each group based on the student groups’ evaluations.)

<table>
<thead>
<tr>
<th>Competency</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>Asked at least three questions, able to answer questions during discussion</td>
<td>Asked at least two questions, attempts to answer questions</td>
<td>Questions did not pertain to topic, unable to give correct answers to questions</td>
<td>No preparation, questions inappropriate,</td>
<td></td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Fully participated</td>
<td>Participated some</td>
<td>Took over or let others take over</td>
<td>No participation at all</td>
<td></td>
</tr>
</tbody>
</table>

### Classroom Presentation

<table>
<thead>
<tr>
<th>Competency</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expression</strong></td>
<td>Tone fit purpose and audience well</td>
<td>Tone could have been altered slightly to fit better</td>
<td>Tone was appropriate</td>
<td>Lacked tone</td>
<td></td>
</tr>
<tr>
<td><strong>Posture (Mannerisms)</strong></td>
<td>Posture enhanced presentation at all times</td>
<td>Posture generally enhanced presentation</td>
<td>Attempted to have appropriate posture, but was still distracting</td>
<td>Inappropriate posture</td>
<td></td>
</tr>
<tr>
<td><strong>Pacing</strong></td>
<td>Speed varied appropriately</td>
<td>Talked at a constant speed no matter what was said</td>
<td>Zipped or dragged through parts</td>
<td>Consistently too fast or too slow</td>
<td></td>
</tr>
<tr>
<td><strong>Volume</strong></td>
<td>Volume enhanced presentation</td>
<td>Volume was appropriate most of the time</td>
<td>Inappropriate volume at times</td>
<td>Consistently inappropriate volume</td>
<td></td>
</tr>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Looked around at the whole audience</td>
<td>Looked at a couple of areas most of presentation</td>
<td>Stared at one spot most of presentation</td>
<td>Lacked eye contact</td>
<td></td>
</tr>
<tr>
<td><strong>Enunciation</strong></td>
<td>Clear and understandable</td>
<td>Clear and understandable most of the time</td>
<td>Sometimes not understandable</td>
<td>Not understandable</td>
<td></td>
</tr>
<tr>
<td><strong>Content 10 facts</strong></td>
<td>Totally fit report topic</td>
<td>At least seven facts relevant with topic</td>
<td>Four facts relevant with topic</td>
<td>One fact relevant with topic</td>
<td></td>
</tr>
</tbody>
</table>

**Subtotal**

### Paper

<table>
<thead>
<tr>
<th>Competency</th>
<th>Possible Points</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>The paper had a clear message supported by its parts.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>The paper followed a logical order.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>The paper had supporting details.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>The paper was concise and easy to understand.</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>The sources for the paper were identified.</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**Subtotal**

**Total Points** for Immigration Lesson ________________

23